



## Study Guide

### MPH-532: Health Inequality within and between countries

<b>Institution</b>	University of Nicosia		
<b>Programme of Study</b>	Master of Public Health		
<b>Module</b>	MPH-532: Health Inequality within and between countries		
<b>Level</b>	Undergraduate <input type="checkbox"/>	Postgraduate (Master) <input checked="" type="checkbox"/>	
<b>Language of Instruction</b>	English		
<b>Mode of Delivery?</b>	Distance Learning <input checked="" type="checkbox"/>	Conventional <input type="checkbox"/>	
<b>Type of Course</b>	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
<b>Number of Group Advising Meetings/Teleconferences/Lectures</b>	Total:  35	With Physical Presence 0	Online:  35
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Assignments</li> <li>• Exams</li> </ul>		
<b>Number of ECTS credits</b>	10		

Preparation of Study Guide by:	
Review and approval of study Guide by:	

<b>i. Teaching Faculty</b>
Dr Alexandros Heraclides, Dr Costas Constantinou, Dr Premila Webster
<b>ii. Course:</b>
<p><b>Brief description of Course and Aims</b></p> <p>This course aims to introduce the social determinants of health, describing in detail the excess morbidity and mortality resulting from these, as well as their contribution to inequalities in health and analyse the different models of aetiological pathways used to explain health inequality both within societies and between countries.</p> <p>The main learning objectives of the course are to enable students to:</p> <ol style="list-style-type: none"> <li>1. Analyse the basic features of health inequality both within and between countries and critically evaluate how the social determinants of health, contribute to excess morbidity and mortality and therefore to health inequality.</li> <li>2. Analyse the different models of aetiological pathways used to explain health inequality both within societies and between countries.</li> <li>3. Design programmes and devise policies for tackling health inequality both within countries and at a global level.</li> </ol> <p><b>Expected Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Analyse the basic features of health inequality and inequity both within and between countries.</li> <li>• Evaluate how environmental factors, including geography, contribute to health and healthcare access inequalities both within and between countries.</li> <li>• Evaluate how socioeconomic factors (social class, educational attainment, employment, income/wealth) contribute to health and healthcare access inequalities, both within and between countries.</li> <li>• Evaluate how gender, ethnicity and cultural factors contribute to health and healthcare access inequalities within societies and countries.</li> <li>• Critically evaluate the contribution of environmental, social and economic factors to health inequalities both during early child development as well as throughout the lifecourse.</li> <li>• Analyse the parallel contribution of ill health towards social deprivation throughout the lifecourse.</li> <li>• Apply the different models of aetiological pathways to explain health inequality within societies, including the psycho-social model, the materialist model, the behavioural/cultural model, the access to healthcare model, and the life-course model, and critically evaluate the strengths and limitations of each.</li> <li>• Apply the different models of aetiological pathways used to explain health inequality between countries, including poverty and affluence, income inequality, literacy and education (and health education), access to and organization of healthcare, and critically evaluate the strengths and limitations of each approach.</li> <li>• Analyse how social and environmental determinants impact on the vulnerability of communities and countries to disasters, including the effects of climate change, and justify the importance of sustainable development and environmental justice in reducing health inequalities.</li> <li>• Advocate the importance of improving early child development, access to fair employment and decent work, social protections and the living environment as cornerstones for addressing health inequalities.</li> <li>• Critically evaluate governmental initiatives and social policies put forward in different countries around the world (e.g. UK, Sweden, The Netherlands, USA, Australia, South</li> </ul>

Africa) for tackling health inequality within their societies and correlate these initiatives with the concepts of health literacy, empowerment, justice and human rights.

- Critically evaluate inter-governmental initiatives and policies from the WHO and other organizations put forward for tackling health inequality at the global level.
- Design programmes and devise policies for tackling health inequality both within countries and at a global level.

#### **Teaching Material**

- Weekly PowerPoint presentations
- Bibliography
  - Required
    1. Bartley M, Health Inequality: An Introduction to Concepts, Theories and Methods (2nd Ed.), Wiley (2016).
    2. Marmot M, Wilkinson RG, Social Determinants of Health (2nd ed.), Oxford University Press (2005).
  - Recommended
    1. The Health Gap: The Challenge of an Unequal World, Marmot M, Bloomsbury Press (2015).
    2. Social Causes of Health and Disease (2nd ed.), Cockerham WC, Polity (2013).
    3. Social Epidemiology (2nd ed.), Berkman LF, Kawachi I, Glymour M, Oxford University Press (2014).

DEPARTMENT OF PRIMARY CARE AND  
POPULATION HEALTH

MASTER OF PUBLIC HEALTH (MPH)

**Study Guide**

**MPH-532: Health Inequality within and between  
countries**

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## Introductory note

This Study Guide is a basic supplement for the distance learning course MPH-532 'Health Inequality within and between countries', which is offered by the distance learning Master of Public Health (MPH) programme. The broad objective of the course is introduce the social determinants of health, describing in detail the excess morbidity and mortality resulting from these, as well as their contribution to inequalities in health and analyse the different models of aetiological pathways used to explain health inequality both within societies and between countries.

The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based. The Guide must be used in common with the Course Outline and with the educational material (recorded lectures, online tutorials, exercises, articles, and book chapters), as indicated for each section in the interactive e-Learning Platform of the course (Moodle). Students are advised to start their studying by the recorded course lecture for each topic, in order to take full benefit of the additional activities as listed in the current Guide and described in detail on the Moodle page of the course.

The current course includes **12 sections**. The course material will be made available on Moodle over a duration of **14 weeks**, including **1 study week** at the end of the semester. Each of these sections represents a core course topic and is composed of the following components:

- Learning Objectives and Outcomes
- Teaching Material
- Additional learning activities to complete
- Additional Support Material
- Key words

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should

go through the **teaching material** (recorded lectures) and conduct the **additional learning activities**. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. More details on learning activities are provided on Moodle (orientation week). Going through the teaching material and conducting the learning activities is essential, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains **additional support material**, comprising relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other documents such as scientific articles) and online videos to watch. Additional support material found on Moodle is recommended for acquiring more in-depth knowledge of the relevant concepts, however these are not essential for addressing the section Learning Outcomes, nor for the relevant assessment. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the Moodle page of the specific course. It is essential that you follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise your learning time efficiently and take full advantage of the learning material offered.

You will have the opportunity to revise the course material at the end of the Semester, during the examination period.

## Course Weekly Schedule

<b>Week 1</b>	
Section 1	Introduction to Health Inequality
<b>Week 2</b>	
Section 2	The social determinants of health and disease
<b>Week 3</b>	
Section 3	Geographical inequalities in health
<b>Week 4</b>	
Section 4	Socioeconomic inequalities in health
<b>Week 5</b>	
Section 5	Ethnic inequalities in health
<b>Week 6</b>	
Section 6	Gender inequalities in health
<b>Week 7</b>	
Section 7	Inequalities in access to healthcare
<b>Week 8</b>	
REVISION WEEK	
<b>Week 9</b>	
Section 8	Models of aetiological pathways for explaining health inequality within societies
<b>Week 10</b>	
Section 9	Models of aetiological pathways for explaining health inequality between countries
<b>Week 11</b>	
Section 10	Tackling health inequalities at the country level
<b>Week 12</b>	
Section 11	Tackling health inequalities at the global level
<b>Week 13</b>	
Section 12	Designing programmes and policies for tackling health inequality within and between countries
<b>Week 14</b>	
Study Week	

## Section 1 – Introduction to Health Inequality

### Learning Objectives and Outcomes

#### Objectives

The specific section aims to provide the necessary knowledge and understanding of health inequality both between and within countries and to provide an overview of the major social determinants of health and how these contribute to the phenomenon of health inequality.

#### Expected Learning Outcomes

After the completion of this section, the students are expected to:

1. Analyse the basic features of health inequality and inequity both within and between countries.

### Teaching Material

#### Recorded Lectures

- Welcome video by Course Lead (introduction to the Course, outline of course objectives, introduction to the course lecturers)
- Recorded PowerPoint presentation

### Additional Support Material

#### Bibliography

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd Ed.). Wiley. (2016) Chapter 2.
- Marmot M, Wilkinson RG; Social Determinants of Health (2nd ed.). Oxford University Press. (2005) Chapter 1.
- Mackenbach, Johan P., *Health inequalities: Persistence and change in European welfare states* (Oxford, 2019), Chapters 1 & 2  
(<https://doi.org/10.1093/oso/9780198831419.001.0001>)

## Websites and Other relevant resources

- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review)  
(<http://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- Marmot M, Social Determinants of Health Inequalities, *Lancet* 2005; 365: 1099–104 ([http://www.who.int/social\\_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf](http://www.who.int/social_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf))
- Marmot M, Feeney A. General explanations for social inequalities in health. *IARC Sci Publ.* 1997;(138):207-28. PMID: 9353666.
- OECD - Health Inequalities (<http://www.oecd.org/health/inequalities-in-health.htm>)
- NICE - Health inequalities and population health  
(<https://www.nice.org.uk/advice/lgb4/chapter/introduction#tackling-health-inequalities>)
- WHO/Europe Social determinants of health: the solid facts. 2nd edition  
([http://www.euro.who.int/\\_data/assets/pdf\\_file/0005/98438/e81384.pdf](http://www.euro.who.int/_data/assets/pdf_file/0005/98438/e81384.pdf))
- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review)  
(<http://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- Mackenbach JP. The persistence of health inequalities in modern welfare states: the explanation of a paradox. *Soc Sci Med.* 2012 Aug;75(4):761-9. doi: 10.1016/j.socscimed.2012.02.031. Epub 2012 Mar 20. PMID: 22475407.
- Mackenbach JP. Re-thinking health inequalities. *Eur J Public Health.* 2020 Aug 1;30(4):615. doi: 10.1093/eurpub/ckaa001. PMID: 32558893; PMCID: PMC7445033.

**Expected study time:** 13 hours

## Key Words

Health Inequality.

## **Section 2 – Environmental and geographical inequalities in health and health care access**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to provide the necessary knowledge and understanding of geographical inequalities in health, both at the national and international levels.

#### **Expected Learning Outcomes**

After the completion of this section, the students are expected to:

1. Evaluate how environmental factors, including geography, contribute to health and healthcare access inequalities both within and between countries.

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint presentation

#### **Additional learning activities to complete**

- Q&A Forum

### **Additional Support Material**

#### **Bibliography**

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd Ed.). Wiley. (2016) Chapter 3.

#### **Websites and Other relevant resources**

- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review)  
(<http://www.instituteoftheequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)

- Marmot M, Social Determinants of Health Inequalities, *Lancet* 2005; 365: 1099–104 ([http://www.who.int/social\\_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf](http://www.who.int/social_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf))
- Inequality.org - Inequality and Health (<http://inequality.org/inequality-health/>)  
Dorling D. and Thomas, B. (2009) Geographical inequalities in health over the last century, Chapter 1.3 in Graham H. (Ed.) *Understanding Health Inequalities*, Open University Press. pp. 66-83. ([http://www.dannydorling.org/wp-content/files/dannydorling\\_publication\\_id2904.pdf](http://www.dannydorling.org/wp-content/files/dannydorling_publication_id2904.pdf))
- LSE Research Online - Measuring inequalities in access to health care: a review of the indices? (<http://eprints.lse.ac.uk/29837/>)
- EPF - Access to Healthcare / Health Inequalities (<http://www.eu-patient.eu/whatwedo/Policy/access-to-healthcare/>)  
HealthKnowledge - (<https://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4c-equality-equity-policy/inequalities-distribution>)

**Expected study time:** 13 hours

### **Key Words**

Geographical Inequalities in Health.

## Section 3 – Socioeconomic inequalities in health and health care access

### Learning Objectives and Outcomes

#### Objectives

The specific section aims to provide the necessary knowledge and understanding of socioeconomic inequalities in health, both at the national and international levels.

#### Expected Learning Outcomes

After the completion of this section, the students are expected to:

1. Evaluate how socioeconomic factors (social class, educational attainment, employment, income/wealth) contribute to health and healthcare access inequalities, both within and between countries.

### Teaching Material

#### Recorded Lectures

- Recorded PowerPoint presentation

#### Additional learning activities to complete

- Webinar Session

### Additional Support Material

#### Bibliography

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd Ed.). Wiley. (2016) Chapter 8.
- Mackenbach, Johan P., *Health inequalities: Persistence and change in European welfare states* (Oxford, 2019), Chapters 3.2 & 3.3  
(<https://doi.org/10.1093/oso/9780198831419.001.0001>)

#### Websites and Other relevant resources

- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review)  
(<http://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- Marmot M, Social Determinants of Health Inequalities, *Lancet* 2005; 365: 1099–104 ([http://www.who.int/social\\_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf](http://www.who.int/social_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf))
- WHO/Europe - Social inequalities in environment and health  
(<http://www.euro.who.int/en/health-topics/environment-and-health/social-inequalities-in-environment-and-health>)
- Marmot MG, Smith GD, Stansfeld S, Patel C, North F, Head J, White I, Brunner E, Feeney A. Health inequalities among British civil servants: the Whitehall II study. *Lancet*. 1991 Jun 8;337(8754):1387-93. doi: 10.1016/0140-6736(91)93068-k. PMID: 1674771.
- Marmot M, Shipley M, Brunner E, Hemingway H. Relative contribution of early life and adult socioeconomic factors to adult morbidity in the Whitehall II study. *J Epidemiol Community Health*. 2001 May;55(5):301-7. doi: 10.1136/jech.55.5.301. PMID: 11297647; PMCID: PMC1731896.
- Ferrie JE, Shipley MJ, Stansfeld SA, Smith GD, Marmot M; Whitehall II Study. Future uncertainty and socioeconomic inequalities in health: the Whitehall II study. *Soc Sci Med*. 2003 Aug;57(4):637-46. doi: 10.1016/s0277-9536(02)00406-9. PMID: 12821012.
- LIFEPAATH consortium. Socioeconomic status and the 25 × 25 risk factors as determinants of premature mortality: a multicohort study and meta-analysis of 1.7 million men and women. *Lancet*. 2017 Mar 25;389(10075):1229-1237. doi: 10.1016/S0140-6736(16)32380-7. Epub 2017 Feb 1.
- Mackenbach JP, Stirbu I, Roskam AJ, Schaap MM, Menvielle G, Leinsalu M, Kunst AE; European Union Working Group on Socioeconomic Inequalities in Health. Socioeconomic inequalities in health in 22 European countries. *N Engl J Med*. 2008 Jun 5;358(23):2468-81. doi: 10.1056/NEJMsa0707519. Erratum in: *N Engl J Med*. 2008 Sep 18;359(12):e14. PMID: 18525043.

- LSE Research Online - Measuring inequalities in access to health care: a review of the indices? (<http://eprints.lse.ac.uk/29837/>)
- EPF - Access to Healthcare / Health Inequalities (<http://www.eu-patient.eu/whatwedo/Policy/access-to-healthcare/>)
- HealthKnowledge - (<https://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4c-equality-equity-policy/inequalities-distribution>)

**Expected study time:** 13 hours

### **Key Words**

Socioeconomic Inequalities, Health.

## **Section 4 – Ethnic inequalities in health and healthcare access**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to provide the necessary knowledge and understanding of ethnic inequalities in health, within societies.

#### **Expected Learning Outcomes**

After the completion of this section, the students are expected to:

1. Evaluate how ethnicity and cultural factors contribute to health and healthcare access inequalities within societies and countries.

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint presentation

### **Additional learning activities to complete**

- Webinar Session

## Additional Support Material

### Bibliography

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd ed.). Wiley. (2016) Chapter 10.
- Marmot M, Wilkinson RG; Social Determinants of Health (2nd ed.). Oxford University Press. (2005) Chapter 12.

### Websites and Other relevant resources

- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review) (<http://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- Marmot M, Social Determinants of Health Inequalities, *Lancet* 2005; 365: 1099–104 ([http://www.who.int/social\\_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf](http://www.who.int/social_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf))
- ICLS - Ethnicity and Health (<https://www.ucl.ac.uk/icls/publications/bn/ethnicity>)
- Evandrou M, Ethnic inequalities in limiting health and self-reported health in later life revisited, *JECH*, 2015;70(7) (<http://jech.bmj.com/content/70/7/653>)
- LSE Research Online - Measuring inequalities in access to health care: a review of the indices? (<http://eprints.lse.ac.uk/29837/>)
- EPF - Access to Healthcare / Health Inequalities (<http://www.eu-patient.eu/whatwedo/Policy/access-to-healthcare/>)
- HealthKnowledge - (<https://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4c-equality-equity-policy/inequalities-distribution>)

**Expected study time:** 13 hours

### Key Words

Ethnic Inequalities, Health.

## Section 5 – Gender inequalities in health and healthcare access

### Learning Objectives and Outcomes

#### Objectives

The specific section aims to provide the necessary knowledge and understanding of gender inequalities in health, within societies.

#### Expected Learning Outcomes

After the completion of this section, the students are expected to:

1. Evaluate how gender contributes to health and healthcare access inequalities within societies and countries.
- 2.

### Teaching Material

#### Recorded Lectures

- Recorded PowerPoint presentation

### Additional learning activities to complete

- Q&A Forum

### Additional Support Material

#### Bibliography

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd Ed.). Wiley. (2016) Chapter 9.

#### Websites and Other relevant resources

- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review)  
(<http://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- Marmot M, Social Determinants of Health Inequalities, *Lancet* 2005; 365: 1099–104 ([http://www.who.int/social\\_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inequalities.pdf](http://www.who.int/social_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inequalities.pdf))

- WHO - Gender (<http://www.who.int/mediacentre/factsheets/fs403/en/>)
- WHO/PAHO - Gender and Health  
([http://www.paho.org/hq/index.php?option=com\\_content&view=article&id=2680%3Agender-and-health&catid=3344%3Agender&Itemid=4017&lang=en](http://www.paho.org/hq/index.php?option=com_content&view=article&id=2680%3Agender-and-health&catid=3344%3Agender&Itemid=4017&lang=en))
- Rossegnor AM, Gender Inequalities in Health, *BMJ* 2000;321:1087(<http://www.bmj.com/content/321/7268/1087.1>)
- LSE Research Online - Measuring inequalities in access to health care: a review of the indices? (<http://eprints.lse.ac.uk/29837/>)
- EPF - Access to Healthcare / Health Inequalities (<http://www.eu-patient.eu/whatwedo/Policy/access-to-healthcare/>)
- HealthKnowledge - (<https://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4c-equality-equity-policy/inequalities-distribution>)

**Expected study time:** 13 hours

### **Key Words**

Gender Inequalities, Health.

## **Section 6 - The health impacts of social, economic and environmental determinants during critical developmental windows as well as throughout the lifecourse**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to provide the necessary knowledge and understanding of the critical periods for the health impact of social, economic and environmental determinants.

#### **Expected Learning Outcomes**

After the completion of this section, the students are expected to:

1. Evaluate how socioeconomic factors (social class, educational attainment, employment, income/wealth) contribute to health and healthcare access inequalities, both within and between countries.

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint presentation

### **Additional learning activities to complete**

- Webinar Session

### **Additional Support Material**

#### **Bibliography**

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd ed.). Wiley. (2016) Chapter 10.
- Marmot M, Wilkinson RG; Social Determinants of Health (2nd ed.). Oxford University Press. (2005) Chapter 12.

**Websites and Other relevant resources**

- Marmot M, Feeney A. General explanations for social inequalities in health. IARC Sci Publ. 1997;(138):207-28. PMID: 9353666.
- Marmot M, Shipley M, Brunner E, Hemingway H. Relative contribution of early life and adult socioeconomic factors to adult morbidity in the Whitehall II study. J Epidemiol Community Health. 2001 May;55(5):301-7. doi: 10.1136/jech.55.5.301. PMID: 11297647; PMCID: PMC1731896.

**Expected study time:** 13 hours

**Key Words**

Ethnic Inequalities, Health.



## **Section 7 – Models of aetiological pathways for explaining health inequality within societies**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to cover and explain in detail the different models of aetiological pathways used to explain health both within societies, including the strengths and limitations of each approach.

#### **Expected Learning Outcomes**

After the completion of this section, the students are expected to:

1. Apply the different models of aetiological pathways to explain health inequality within societies, including the psycho-social model, the materialist model, the behavioural/cultural model, the access to healthcare model, and the life-course model, and critically evaluate the strengths and limitations of each.

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint presentation

#### **Additional learning activities to complete**

- Online Chat
- Webinar

### **Additional Support Material**

#### **Bibliography**

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd Ed.). Wiley. (2016) Chapters 4-6, 7, 8, 9.

- Marmot M, Wilkinson RG; *Social Determinants of Health* (2nd ed.). Oxford University Press. (2005) Chapter 2, 4, 6, 10, 11.
- Mackenbach, Johan P., *Health inequalities: Persistence and change in European welfare states* (Oxford, 2019), Chapter 3.4  
(<https://doi.org/10.1093/oso/9780198831419.001.0001>)

### **Websites and Other relevant resources**

- WHO - 10 facts on health inequalities and their causes  
([http://www.who.int/features/factfiles/health\\_inequities/en/](http://www.who.int/features/factfiles/health_inequities/en/))
- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review)  
(<http://www.instituteoftheequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- Marmot M, Social Determinants of Health Inequalities, *Lancet* 2005; 365: 1099–104 ([http://www.who.int/social\\_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf](http://www.who.int/social_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf))
- Jayasinghe S, Social determinants of health inequalities: towards a theoretical perspective using systems science, *International Journal for Equity in Health*, 2015;14:71.

**Expected study time:** 13 hours

### **Key Words**

Health Inequalities, Societies, Aetiological Pathways, Explanations.

## Section 8 – Models of aetiological pathways for explaining health inequality between countries

### Learning Objectives and Outcomes

#### Objectives

The specific section aims to cover and explain in detail the different models of aetiological pathways used to explain health inequality between countries, including the strengths and limitations of each approach.

#### Expected Learning Outcomes

After the completion of this section, the students are expected to:

1. Apply the different models of aetiological pathways used to explain health inequality between countries, including poverty and affluence, income inequality, literacy and education (and health education), access to and organization of healthcare, and critically evaluate the strengths and limitations of each approach.

### Teaching Material

#### Recorded Lectures

- Recorded PowerPoint presentation

### Additional learning activities to complete

- Q&A Forum

### Additional Support Material

#### Bibliography

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd ed.). Wiley. (2016) Chapters 1, 9, 10.
- Marmot M, Wilkinson RG; Social Determinants of Health (2nd ed.). Oxford University Press. (2005) Chapters 5, 10, 12, 13.

- Mackenbach, Johan P., *Health inequalities: Persistence and change in European welfare states* (Oxford, 2019), Chapter 3.4  
(<https://doi.org/10.1093/oso/9780198831419.001.0001>)

#### **Websites and Other relevant resources**

- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review)  
(<http://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- Marmot M, Social Determinants of Health Inequalities, *Lancet* 2005; 365: 1099–104 ([http://www.who.int/social\\_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf](http://www.who.int/social_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf))
- Pickett KE, Wilkinson RG, Income inequality and health: A causal review, *Social Science & Medicine*, 2015;128:316–326  
(<http://www.sciencedirect.com/science/article/pii/S0277953614008399>)

**Expected study time:** 13 hours

#### **Key Words**

Health Inequalities, Global, International, Aetiological Pathways, Explanations.

## **Section 9 – Social and environmental determinants of disaster vulnerability in the context of sustainable development and environmental justice**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to cover and explain in detail the contributions of social and environmental determinants to disaster vulnerability and explore the importance of sustainable development and environmental justice in reducing health inequalities.

#### **Expected Learning Outcomes**

After the completion of this section, the students are expected to:

1. Analyse how social and environmental determinants impact on the vulnerability of communities and countries to disasters, including the effects of climate change, and justify the importance of sustainable development and environmental justice in reducing health inequalities.

#### **Teaching Material**

##### **Recorded Lectures**

- Recorded PowerPoint presentation

##### **Additional learning activities to complete**

- Online Chat

##### **Additional Support Material**

##### **Bibliography**

##### **Websites and Other relevant resources**

**Expected study time:** 13 hours

**Key Words**

## Section 10 – Tackling health inequalities at the country level

### Learning Objectives and Outcomes

#### Objectives

The specific section aims to cover and explain in detail the different governmental initiatives and social policies put forward for tackling health inequality.

#### Expected Learning Outcomes

After the completion of this section, the students are expected to:

1. Advocate the importance of improving early child development, access to fair employment and decent work, social protections and the living environment as cornerstones for addressing health inequalities.
2. Critically evaluate governmental initiatives and social policies put forward in different countries around the world (e.g. UK, Sweden, The Netherlands, USA, Australia, South Africa) for tackling health inequality within their societies and correlate these initiatives with the concepts of health literacy, empowerment, justice and human rights.

### Teaching Material

#### Recorded Lectures

- Recorded PowerPoint presentation

### Additional learning activities to complete

- Webinar Session
- Online Chat

### Additional Support Material

#### Bibliography

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd ed.). Wiley. (2016) Chapter 11.

- Marmot M, Wilkinson RG; *Social Determinants of Health* (2nd ed.). Oxford University Press. (2005)
- Mackenbach, Johan P., *Health inequalities: Persistence and change in European welfare states* (Oxford, 2019), Chapter 4  
(<https://doi.org/10.1093/oso/9780198831419.001.0001>)

### Websites and Other relevant resources

- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review)  
(<http://www.instituteoftheequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- Marmot M, Social Determinants of Health Inequalities, *Lancet* 2005; 365: 1099–104 ([http://www.who.int/social\\_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf](http://www.who.int/social_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf))
- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review)  
(<http://www.instituteoftheequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- Marmot M, Social Determinants of Health Inequalities, *Lancet* 2005; 365: 1099–104 ([http://www.who.int/social\\_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf](http://www.who.int/social_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf))
- The King's Fund - Tackling health inequalities: we need a national conversation  
(<https://www.kingsfund.org.uk/blog/2014/02/tackling-health-inequalities-we-need-national-conversation>)
- World Health Organisation - Equity, Social Determinants and Public Health Programmes (2010) (<https://apps.who.int/iris/handle/10665/44289>)
- World Health Organisation - Key Policies for Addressing the Social Determinants of Health and Health Inequities (2017)  
([https://www.euro.who.int/\\_data/assets/pdf\\_file/0009/345798/HEN52.pdf](https://www.euro.who.int/_data/assets/pdf_file/0009/345798/HEN52.pdf))

**Expected study time:** 13 hours

### **Key Words**

Health Inequalities, Tackling, Societies.

## **Section 11 – Tackling health inequalities at the global level**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to cover and explain in detail the different inter-governmental (regional and global) initiatives and social policies put forward for tackling health inequality.

#### **Expected Learning Outcomes**

After the completion of this section, the students are expected to:

1. Critically evaluate inter-governmental initiatives and policies from the WHO and other organizations put forward for tackling health inequality at the global level.

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint presentation

#### **Additional learning activities to complete**

- Webinar Session
- Online Chat

### **Additional Support Material**

#### **Bibliography**

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd ed.). Wiley. (2016) Chapter 11.
- Marmot M, Wilkinson RG; Social Determinants of Health (2nd ed.). Oxford University Press. (2005)
- Mackenbach, Johan P., *Health inequalities: Persistence and change in European welfare states* (Oxford, 2019), Chapter 4  
(<https://doi.org/10.1093/oso/9780198831419.001.0001>)

### **Websites and Other relevant resources**

- WHO/Europe - Closing the Health Inequalities Gap: An International Perspective ([http://www.euro.who.int/\\_data/assets/pdf\\_file/0005/124529/E87934.pdf](http://www.euro.who.int/_data/assets/pdf_file/0005/124529/E87934.pdf))
- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review) (<http://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- Marmot M, Social Determinants of Health Inequalities, *Lancet* 2005; 365: 1099–104 ([http://www.who.int/social\\_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf](http://www.who.int/social_determinants/strategy/Marmot-Social%20determinants%20of%20health%20inqualities.pdf))
- European Commission - Questions and Answers on Solidarity in health: Reducing health inequalities in the EU ([https://ec.europa.eu/health/archive/ph\\_determinants/socio\\_economics/documents/com2009\\_ga\\_en.pdf](https://ec.europa.eu/health/archive/ph_determinants/socio_economics/documents/com2009_ga_en.pdf))

**Expected study time:** 13 hours

### **Key Words**

Health Inequalities, Tackling, International, Global.

## **Section 12 – Designing programmes and policies for tackling health inequality within and between countries**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to equip students with the necessary skills for designing programmes and policies for tackling health inequality within and between countries.

#### **Expected Learning Outcomes**

After the completion of this section, the students are expected to:

12. Design programmes and devise policies for tackling health inequality both within and at a global level.

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint presentation

#### **Additional learning activities to complete**

- Online Chat
- Webinar Session

### **Additional Support Material**

#### **Bibliography**

- Bartley M.; Health Inequality: An Introduction to Concepts, Theories and Methods (2nd Ed.). Wiley. (2016) Chapter 11.
- Marmot M, Wilkinson RG; Social Determinants of Health (2nd ed.). Oxford University Press. (2005)

### Websites and Other relevant resources

- Institute of Health Equity - Fair Society Healthy Lives (The Marmot Review)  
(<http://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review>)
- WHO/Europe - Closing the Health Inequalities Gap: An International Perspective  
([http://www.euro.who.int/\\_data/assets/pdf\\_file/0005/124529/E87934.pdf](http://www.euro.who.int/_data/assets/pdf_file/0005/124529/E87934.pdf))
- European Commission - Questions and Answers on Solidarity in health: Reducing health inequalities in the EU  
([https://ec.europa.eu/health/archive/ph\\_determinants/socio\\_economics/documents/com2009\\_qa\\_en.pdf](https://ec.europa.eu/health/archive/ph_determinants/socio_economics/documents/com2009_qa_en.pdf))
- The Health Inequities Project - How can we reduce disparities in health?  
(<https://healthinequality.org/>)
- European Commission - Questions and Answers on Solidarity in health: Reducing health inequalities in the EU  
([https://ec.europa.eu/health/archive/ph\\_determinants/socio\\_economics/documents/com2009\\_qa\\_en.pdf](https://ec.europa.eu/health/archive/ph_determinants/socio_economics/documents/com2009_qa_en.pdf))
- The Health Inequities Project - How can we reduce disparities in health?  
(<https://healthinequality.org/>)

**Expected study time:** 13 hours

### Key Words

Health Inequalities, Tackling, International, Global, Programme Design.

## Assessment

This course is assessed via a combination of coursework (comprising 40% of total course marks) and a final comprehensive examination (comprising 60% of total course marks). In addition, the students will have the opportunity to undergo formative assessment, as a means of familiarising with the summative examination, as well as evaluating their performance in the course and receiving feedback from the course's tutor(s).

## Coursework

The MPH-532 course comprises of the following 2 coursework components:

1. Mini project on health inequality within countries (*25% of total course marks*).
2. Essay on topic of health inequality between countries (*15% of total course marks*).

Detailed information and guidelines on the above coursework components will be uploaded on the course's Moodle page. All course work will be submitted via Moodle and marks will be communicated to students electronically.

## Final Examination

The MPH-532 final examination is a comprehensive exam assessing the specific learning outcomes (LOs) from all course sections. Since the exam is constructed explicitly based on the course's learning outcomes, students are strongly advised to follow an LO-driven approach while revising and preparing for the final examination. Students should be expected to be able to answer a given question on any LO covered during the course.

The final examination will be completed online using e-invigilation software.

### **Formative quiz and feedback**

Students will have the opportunity to attempt a formative quiz, which although not contributing to the course's total marks (i.e. formative), is compulsory. The purpose of the formative quiz is for students to: (a) evaluate their performance and understanding/assimilation of the learning material up to the point of the quiz; (b) familiarize themselves with the level and format of the course's exams; and (c) receive valuable feedback from the course tutor(s) on their performance, as well as guidance on how to improve. The formative quiz will be conducted via Moodle.

### **Self-assessment exercises**

#### **Single Best Answer (SBA) question**

##### **SBA 1**

There several aetiological explanations for the phenomenon of social inequality in health.

Which of the main explanations is suggested reverse causation between socioeconomic position and health?

- A. Artefact
- B. Behavioural
- C. Materialist
- D. Psychosocial
- E. Social Selection**

##### **SBA 2**

Health inequality follows a pattern whereas there is a step-wise decline in health as socioeconomic position goes down.

Which term is commonly used to describe this phenomenon?

- A. Social difference
- B. Social gradient**
- C. Social selection
- D. Unfairness index
- E. Unfairness matrix

## Appendix

<b>ECTS Credits</b>
Compulsory module corresponding to 10 ECTS.
<b>iii. Each Main Topic/Thematic Area:</b>

The details for each topic are provided in the respective week that follows in the given study guide.

**iv. Teaching Timetable**

<b>Week</b>	<b>Topic &amp; objective</b>	<b>Readings</b>	<b>Study Hours required</b>	<b>Assessed work &amp; WebEx meetings</b>
1	<ul style="list-style-type: none"> <li>• Demonstrate deep understanding and describe the basic features of health inequality both within and between countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome video by Course Lead (introduction to the Course, outline of course objectives, introduction to the course lecturers)</li> <li>• PPT presentation</li> </ul>	13 hours	
2	<ul style="list-style-type: none"> <li>• Provide an overview of the social determinants of health and describe in detail the excess morbidity and mortality resulting from these, as well as their contribution to health inequality.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>• Online Chat</li> </ul>
3	<ul style="list-style-type: none"> <li>• Describe in detail geographical inequalities in health both within and between countries.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>• Q&amp;A Forum</li> </ul>

4	<ul style="list-style-type: none"> <li>Describe in detail socioeconomic (social class, educational attainment, income/wealth ) inequalities in health both within and between countries.</li> </ul>	<ul style="list-style-type: none"> <li>PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>Webinar Session</li> </ul>	
5	<ul style="list-style-type: none"> <li>Describe in detail ethnic inequalities in health within societies.</li> </ul>	<ul style="list-style-type: none"> <li>PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>Webinar Session</li> </ul>	
6	<ul style="list-style-type: none"> <li>Describe in detail gender inequalities in health within countries.</li> </ul>	<ul style="list-style-type: none"> <li>PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>Q &amp; A Forum</li> </ul>	
7	<ul style="list-style-type: none"> <li>Describe in detail inequalities in access to healthcare both within and between countries.</li> </ul>	<ul style="list-style-type: none"> <li>PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>Webinar</li> </ul>	
8	<b>Revision Week</b>				
9	<ul style="list-style-type: none"> <li>Demonstrate deep understanding and describe in detail the different models of aetiological pathways used to explain health inequality</li> </ul>	<ul style="list-style-type: none"> <li>PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>Online Chat</li> <li>Webinar</li> </ul>	

	<p>within societies, including the psycho-social model, the materialist model, the behavioural/cultural model, the access to healthcare model, and the life-course model, and critically evaluate the strengths and limitations of each.</p>				
10	<ul style="list-style-type: none"> <li>• Demonstrate deep understanding and describe in detail the different models of aetiological pathways used to explain health inequality between countries, including poverty and affluence, income inequality, literacy and education (and health education), access to and organization of</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>• Q&amp;A Forum</li> </ul>	

	healthcare, and critically evaluate the strengths and limitations of each approach.				
11	<ul style="list-style-type: none"> <li>Describe in detail governmental initiatives and social policies put forward in different countries around the world (e.g. UK, Sweden, The Netherlands, USA, Australia, and South Africa) for tackling health inequality within their societies.</li> </ul>	<ul style="list-style-type: none"> <li>PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>Webinar Session</li> <li>Online Chat</li> </ul>	
12	<ul style="list-style-type: none"> <li>Describe in detail inter-governmental initiatives and policies from the WHO and other organizations put forward for tackling health inequality at the global level.</li> </ul>	<ul style="list-style-type: none"> <li>PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>Webinar Session</li> <li>Online Chat</li> </ul>	

13	<ul style="list-style-type: none"> <li>• Design programmes and devise policies for tackling health inequality both within and at a global level.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presentation</li> </ul>	13 hours	<ul style="list-style-type: none"> <li>• Online Chat</li> <li>• Webinar Session</li> </ul>	
14	<ul style="list-style-type: none"> <li>• n/a (student revision for exams)</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	30 hours	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	

**v. Teaching methods**

Teaching material including PowerPoint presentations with extended descriptions and explanations, asynchronous video presentations, additional readings (journal articles and e-books), access to additional videos and commercials related to the module, synchronous meetings (WebEx), forums, chats, quizzes, case studies and other formative and summative assessments.

**vi. Written work – Exams – Assessment**

This course is assessed via a combination of summative assignments and exams.

**Written Exams**

**Final Exam:**

The final examination is a written assessment that uses Single Best Answer (SBA) and Short Answer Question (SAQ) format to assess students' knowledge on the curriculum of a specific course. The final exam requires the physical presence of the student (i.e. it is conducted in a designated examination centre of each students' country of residence. The University of Nicosia has designated examination centres in several parts of the world and each student will be informed of the examination centre(s) closest to his/her area of residence).

**vii. Communication**

The following opportunities for communication are provided to students in an attempt to enhance interaction between i. Student and faculty, ii. Student and student iii. Student and content:

- Webinars
- Q&A discussion forums and chats
- Wikis
- Email
- Skype